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ABSTRACT

This qualitative study looks at the Pio Pico experience, Santa Ana (California), which includes the Santa Ana Boys' and Girls' Club, Pio Pico Elementary School, and the surrounding community associations. In each setting, community members were asked about the necessities for work in the setting and about attributes they would like to see in the setting. Pio Pico Elementary School is at the center of this Hispanic American community. Observation of the school and an interview with the principal illustrated the democratic approach that honors the values of the community and respects the opinions of the students. An interview with a fifth grader showed the principal's respectful exploration of a student's concern. An interview with the Title I coordinator at the school and observation of the "Research Group," a club she moderates, show the social awareness of the staff and students as they researched the neighborhood problem of graffiti and proposed some solutions involving community involvement. Attendance at two community association meetings showed the concerns of the community members and the participation of the principal in the affairs of the community. An interview with the Executive Director of the Santa Ana Boys' and Girls' Club illustrated the mutual respect of community leaders and the principal. One value that runs throughout the discussions of all community members in this study is that of safety, which is a major issue for the school and community. The value of participatory democracy and the importance of community voice are other lessons of the Pio Pico experience. In the school, the community associations, and the youth club, the responsibility of social action and community is recognized and serves as a basis for action. A record of field work is attached. (Contains 18 references.) (SLD)

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...'Cuz we were proud: An oasis in a dangerous world

(A perspective on values)

by

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...'Cuz we were proud: An oasis in a dangerous world.

Introduction and Methodology

In today's world there is much of discussion about values. The recent presidential campaigns often carried such phrases as, "A return to family values," or "I stand for traditional American values." There is also a more theoretical reason for the study of values within the educational setting. This reason centers on the goals and aims of education. One can see the aim of education as a process to simply be the setting in which the human person blossoms through internal natural inclinations (Romanticism in G.H. Mead, 1936). Another view envisions education as cultural transmission with cognition as the result of external structures (B. F. Skinner, 1971). One final view holds that the aim of education is developmental. The human child develops along a set of distinct stages (Piaget, 1960; Kohlberg and Mayer, 1972). The study of values becomes very important in these three settings.

In the first setting, the more romantic notion, values are relative. In the second setting, values are externally generated, a response to external stimuli. In the third setting values tend to be seen along the more universal lines. Recently there has been much discussion of the aims of education, that is the development of the unique talents of the individual (Starratt, 1994). Values have been seen as both relative (Maxcy, 1991) and as more universal, shared by the community (Etzioni, 1993). An alternative viewpoint would see values with both universal aspects as a result of shared human nature and relative aspects as a result of differing contexts.

Ernest L. Boyer (1995) raises another concept, which encompasses the notion of value, in his article, *The Educated Person*:

> Being truly educated means putting learning in historical perspective, understanding groups and institutions, having reverence for the natural world, and affirming the dignity of work. And, above all, being an educated person means being guided by values and beliefs and connecting the lessons of the classroom to the realities of life (p. 24).

Whatever stance one holds as to the relative or universal nature of values, this topic is intimately connected to the process of education.

What then is the meaning of the word *value*? Value can refer to the monetary worth of an object or it can refer to religious notions such as the value of faith. Value is often confused with morals or ethics which themselves are words that are different in substance. Christopher Ormell in an article for the *Journal of Moral Development*, defines value as, "One's principles or standards; one's judgment of what is important or valuable in life," (Ormell 1993, p. 101). Another definition of values has been used by Finegan and Theriault (1997) "...values are general standards by which we formulate attitudes and beliefs and according to which we behave" (p. 709). These definitions capture the essence of the meaning of the word value that will be used in this paper. For this perspective the meaning of the working definition of the word, "value," will be: That which is desirable or non-negotiable, the underlying principles that must be part of actions taken. . Values, morals and ethics are intimately connected but they are words that are very different in substance. Ethics can be associated with the doing or action step such as ethical codes etc. Morals can be associated with the knowledge building or reasoning step such as moral judgements. The focus of this perspective will be on values.

The purpose of this study is to look at the Pio Pico experience, which includes the Santa Ana Boys' and Girls' Club, Pio Pico Elementary School and the surrounding community associations, to come to an understanding of some of the active values which underlie the actions taking place in this setting. The same three basic questions were asked in each setting and these questions served as a basis for the document analysis of the written material:

1. What do you consider desirable or non-negotiable for...(the work in your particular setting)?
2. What are the desirable elements you would like to see... (in your particular setting)?
3. What are the desirable elements that you see existing in...(your particular setting)?

Each of these questions had to be adapted to the individual taking part in the conversation. For the purpose of verification and triangulation, participants of the same event playing different roles in that event were interviewed. "Additional observations give us grounds for revising our interpretation" (Stake 1995, p. 110). Further, sections of the paper were given to the contributing informants for review and further input into the event being studied. Data gathering and understanding the particular are important aspects of any qualitative research. Rather than seeking some cause and effect pattern a seen in some grand theory the thrust of this type of research is understanding the particular especially through observations of events and interviewing key actors (Stake, 1995). A central method of data collecting in this study was that of interview. Interviews were taped and some completely transcribed with key quotes recorded in this paper, allowing the reader to better understand the analysis that has taken place.

For the readers it is also important to understand the lens through which the researcher is looking in proceeding with any study. The focus of this study is value and the lens is that which is desirable or non-negotiable. It is a lens of understanding rather than one of evaluation. It is based on the notion that all action is value based with neutrality being a value stance in and of itself (Foster 1986, Maxcy 1991). What are some of the active values underlying actions taken in a neighborhood in Santa Ana?

The Context and Perspective

An Ethic of Care

Pio Pico Elementary school is a building with open spaces, rounded edges and construction, with light but bright brown paint and a green trim. It is situated in the heart of a Santa Ana "barrio." Driving into the neighborhood one is introduced to such public advertisement as, 'Credito instante y facil,' 'Dentista,' and 'pollo especial,' as well as gang graffiti. Public advertisement is the first and most obvious clue as to whom lives in the area. The school is neat, clean and new, the site of constant activity. As a budding researcher, these details made an instant impact. Sitting in the office of the school waiting for my first interview on my first day of field research, I felt the need to take in as much detail as possible, to not miss a thing. I needed to be aware of my own feelings (anticipation and nervousness). I was to understand, not to evaluate. I needed to get "in," in order to produce a good research paper. How can this be done? What do I have to do? Forty hours - 20 pages, where do I start? What am I doing here?

Across from me in the office were two pair of smiling eyes, staring, accompanied by quiet giggles. "Hi, how are you doing?" I said. The eyes looked at one another - more giggles; then disappeared behind the large colorful books held by each girl with identical

hands. A teacher walked out of the inner office, approaching the girls. "What are you still doing here?" She asked in Spanish, assuming a position of authority, hands on her hips, one eyebrow raised but with the same smiling eyes. After a whir of black hair, more giggles and a lowering of the books, the twins responded in a chorus, "waiting." A quick conversation followed in Spanish, most of which I did not follow. "Well," the teacher said, "I'll see you later." All the while all three had smiling eyes. Out the door the teacher went. In unison the two little girls with beautiful shiny black hair and large smiling eyes jumped up and said, "Bye, Mrs. San Ramon, adios."

In that brief moment, the stranger, the researcher in the office was forgotten, but it was evident that there was a real connection between teacher and student. A connection that centered on mutual care. There was a trust. Throughout my visits to Pio Pico Elementary School even those well beyond the 40 hours, this little scene was replayed with different actors but with the same message. The stranger, the researcher, was forgotten and a moment of care took place. The student came first. They are the important ones, the visitor can wait.

My role as researcher also became clear - watch and understand. Events will unfold and reveal themselves.

Judy Magsaysay and Amanda - Critical Democracy, Care and Safety.

This interview was conducted on a Tuesday afternoon in mid April. For both Judy Magsaysay, the principal of Pio Pico Elementary School, and myself the day had been very busy. There was some anticipation on both sides. I was kept waiting in the reception area and wondering how this would proceed. When Judy first appeared she

seemed genuinely concerned with the long wait. Judy is a small woman with short blond hair and intense but welcoming eyes and a ready smile. With a simple apology, bow and wave of the hand, Judy invited me into her office.

Judy's office is a center of activity. People come and go freely, asking questions, seeking help with a problem, or simply looking for a graham cracker. Upon entering the office there is a good-sized conference table which is obviously used due to the working materials on the table. The far corner of the office is filled with a desk and various technological devices such as a fax machine and windows that look onto the playground. The desk itself is multi-purpose with a comfortable chair accompanied by a second chair. This office is used often and by many people.

Judy's first comment inside the office was to offer me something to drink. She also asked Lillian the assistant principal who was in the office at the time the same thing. This question led to a walk about the campus to the teacher's lounge, the site of the soda machines. There was a teacher in the lounge working on a schedule for a thank you luncheon. Judy introduced me to this teacher. Each person, whether student, faculty, staff or a parent, was introduced to me by Judy. She also let them know that I was a doctoral student at UCI interested in understanding the situation at Pio Pico. Once back in Judy's office the "formal interview" was to begin.

During this time there were many interruptions. It actually took close to a half an hour for the interview to begin. One such example of these interruptions dealt with a teacher named Shannon. Shannon came into the office. She is a young Caucasian woman in her first years of teaching. One of her students was involved in a smoking incident, outside the school. Two of the girls felt it necessary to report the boy. The boy,

who was also a student at Pio Pico and in 5th grade said that the cigarettes were fake and that he was just experimenting with paper. In the words of Judy:

"It was interesting that the girls felt it was necessary to share with us something that took place over the week-end. They came in and reported it. They didn't handle it like a tattling at all. They brought him in. And he came, he came readily, he came with them, which was fascinating. I thought it was a good community caring act on the part of those girls. And he did not, he was not angry or hostile towards them for having brought it up...(to the teacher) I think he could use a little regular counseling, that's great and we'll follow through with that house visit..."

This little incident illustrates a shared mutual respect and trust with a certain sense of safety involved in order for the girls to have the confidence to come into the Principal's office and especially for the boy to come with them. There is also the notion that responsibility goes beyond the classroom and into the community. This is a form of social action. This incident was then followed up by the school involving the family. This issue of safety on many levels is a theme that will arise throughout this case.

After about a half-hour I began asking my questions. The questions as stated earlier were the starting point and the point of departure for this interview. As Judy spoke and responded to the questions, doors were opened to other questions and possibilities. Both of us became more comfortable with this conversation. Judy responded to all the questions with a thoughtful pause and began her answer by looking directly at me with narrowing eyes, carefully choosing her words. Judy is a woman who is aware of everything going on around her in the immediate vicinity. After spending several hours in interviews both formal and informal this fact became evident. She misses very little. Judy first responded to the asking of the question then to the question itself.

Tom: I have a few specific questions to ask. When thinking of education in general, what are non-negotiables for you? What are things that you consider desirable?

Judy: That's a good question. I am for the people that it's (education) impacting. It's done with, I don't think that we should be teaching at kids but learning with them, and modeling that. I think that the issue of collaborative decision making about what and how and why kids are engaged in a particular activity or I mean all of our work...The biggest non-negotiable is that those decisions have to be inclusive. There is a high degree of satisfaction among the teachers here and among the students here because they are included...It's practiced inclusion. It can be very messy and time consuming. But the commitment of the staff is here and this is what our profession is all about.

It is clear that in this context, Pio Pico Elementary School, that education is seen as a democratic process. This practice of democracy is both critical and inclusive, involving the major stakeholders. Even though the parents are not specifically mentioned here they are also involved. The incident of the boys caught smoking and the community association meetings involved parents at the school and in the local community. The democracy is critical because it does involve asking the hard questions. For example: Is it safe? Does the action increase learning, etc. The use of the word collaboration in this setting by Judy, does not seem correct, perhaps the words critical democracy can be used as a form of cooperation. *Webster's* defines collaboration in this way, "to work jointly with others especially in an intellectual endeavor." The process that Judy described in decision making involved people bringing their ideas to the table then the group coming to consensus. She even describes this process as "messy" and time "consuming." This is a critical democratic process for decision making. Collaboration in the true sense of the word perhaps does not fit.

Judy depicts community as an important value in the school within the process of education and living, where all members are considered important and contributing members which need to be heard.

Judy: Life is a constant work in progress for all of us. There is that sense of community. We have struggles and we have discussions and we have philosophical differences but we have bottom lines. And one of the bottom lines is that voices are going to be heard...The best interests of the group are not determined by one group or one individual its got to be everybody coming together. That's how were trying to work here.

Education is also seen as a value in and of itself. This is both seen in the vision statement of the school and in the comments Judy makes with regards to agreed upon outcomes with the community surrounding the school.

Judy: We revisit the mission statement with the families and new members and from this statement we make changes a little bit here and there. We have come up with agreed upon outcomes. Things that we really want to focus on for that year. Last year we had a program year end review. We realized that written language was the area that needed emphasis. We really wanted to find ways in which to engage the kids in action based work where they would have opportunities to demonstrate their skills development in written language and in speech. The projects may have been different from classroom to classroom but the outcomes, the product was a demonstration of student development.

The principal of this school also sees the democratic process as something not just to be learned but also to be practiced.

Tom: Thinking of the ideal school, what should be part of every ideal school?

Judy: Real high on that list is the issue of active participants. What does it mean to be part of a democratic process? Where do students experience this? This gives them added responsibility. We develop those parameters together with kids. It's an eye opener for the kids and also for those teachers in the classrooms. They really come to agreements, they make their central agreements in each classroom about what our work is about: How we work and how we treat one another and how we reach out across the school and out into the community. So we have those philosophical and pragmatic discussions with kids and try to develop and create those participatory classrooms.

Several weeks after this first interview there was an incident that illustrates this point of critical democracy in action. One of the students wrote a play for the Drug Abuse Resistance Education program (D.A.R.E.). A group of students wanted to present this play. They wanted to perform the play with a certain sense of reality that spoke to

fellow students. At issue was the use of a fake gun or toy gun in the play. The students wanted reality to hit home. One of the students wrote a letter to the principal on behalf of the other students:

> The names of the students in all cases have been changed to protect their identity.
>
> Dear Mrs. Magsaysay,
>
> Hi, my name is Amanda Sanchez. I am writing on behalf of my group. We are doing a play about D.A.R.E. I am going to ask you if we can use fake guns. Please, Mrs. Magsaysay we need fake guns for our play. It's because our play is about gangsters. Or do you have another suggestion? Please let us know very soon. Thank you.
>
> Sincerely,
>
> Amanda Sanchez
>
> P.S. in my play is...(all of the other students are listed)

The principal read the letter, which she found on the center of the desk sometime in mid-morning. Not a minute after the bell to end the school day rang, the students who were included in the letter were at the principal's door. They wanted to know if the principal had given Amanda's letter some consideration. Mrs. Magsaysay asked the students to come to her office at recess the next day. At this point the teacher of the 5th grade class and the principal had not even read the play. At 10:10 sharp the next day all of the students were at the office door ready to discuss their dilemma. Coming in seriously they all seated themselves around the conference table to begin their discussion.

Mrs. Magsaysay, the principal asked, "What is your play about?"

One of the students responded, "The play is about being hazed into a gang."

"What is the main point of the play?"

"Making choices." Several students responded. One girl continued, "The boy in the play realized that he loved his family more than the gang. People need to be responsible for their choices.

Mrs. Magsaysay asked, "Do all people have to experience things to make choices?"

One of the boys responded, "Some people just need to experience things in order to learn."

"Do you really need guns to put in this play," Mrs. Magsaysay asked. "You know the rules of the school board. Why do you think the school board made these rules?"

"Safety and protection," one of the students answered.

"Do you need the gun?" Mrs. Magsaysay asked.

"We could make a paper gun," one of the students suggested.

There were a few moments of tense silence as the students looked at each other. Then one of the girls said, "You know we really don't need the gun. The gun is not part of the main story."

The author of the play agreed, "No we really don't need the guns." This was followed by general agreement.

Mrs. Magsaysay said, "You can still present your request to the school board." The students didn't think this was necessary

In this incident with the students, the principal was well within her right to say no to the students. She had the written rule of the school board. However, the students and the principal came to their own decision together, as part of a democratic process. The students were even invited to address the school board, who, in this case, is the gatekeeper of district educational policy, if they felt it necessary.

The letter from the students is an example of their own understanding of the democratic process. Two phrases stand out, "I am writing on behalf," and, "...or do you have another suggestion?" The writer was representing the group and the group was open to discussion and compromise. These facts illustrate that these students both understand and practice democratic principles.

Amanda Sanchez herself adds to the active value of democracy in the school. The following excerpts are from an interview with her concerning the incident with the gun. Amanda is a confident 5th grader who expresses herself very carefully and thoughtfully.

Tom: You wrote a play for this D.A.R.E. program and what was this play about? Tell me in a few words.

Amanda: A bad boy. That a bad boy wouldn't listen to his mom. He and all his friends would like say, "No way." And one day when he was at school, he got out of school and he was with some gangsters, and the gangsters said, "Do you want to join the gang?" And he said, "Why should I." One of them said, "You could be the most popular kid in school, and all the girls will like you." And then they jumped him, and then they said to him that he has to go and rob a store and do it. And we needed a gun because he needed to point it to the man that was in the store.

Tom: You wrote a letter?

Amanda: Yeah.

Tom: Why was the gun a problem? Why did you feel you needed to write a letter?

Amanda: Miss Hansen told me that to get permission, because if we don't listen to the rules of the school we could get suspended.

Tom: Why do you think the school board would make these rules.

Amanda: Because they don't want us to harm anybody like other kids will use guns if they're real they're going to tell to the kid no that's fake and then someone gets hurt.

Tom: Did you act out the play?

Amanda: Yes.

Tom: Did you need the gun?

Amanda: Mrs. Magsaysay gave us another suggestion.

Tom: What was the main thing about your play? Was it about the gun?

Amanda: No, it was about gangsters. They were jumpin' him and they had to need some guns so when the police came they have to run. And they had stolen the gun and the police had to take the gun.

Tom: So that's why you needed guns in the play so the police could arrest him?

Amanda: Yes.

Tom: Were you happy about the decision about not having guns in the play?

Amanda: Yes.

Tom: Why?

Amanda: Cuz we were proud. Mrs. Magsaysay told us, she said that she was like happy that I wrote the letter. She didn't say no, that we couldn't use the guns. She gave us another suggestion. About like you turning to the man and saying hey give me all of your money. And we were proud.

Tom: You were proud then that you could do it without the gun?

Amanda: Yeah.

Tom: How did the play go without the gun?

Amanda: Fine.

Tom: When you were in the office talking with Mrs. Magsaysay, how do you think the group felt about the decision?

Amanda: Like we were going to go like, they were nervous.

Tom: Why were you nervous?

Amanda: We thought she was going to say no. We were listening to her and we were thinking please, please let us use the gun but she said we can't because we can't break the rules.

Tom: Did everyone feel good about the discussion?

Amanda: Yeah.

From the vantage point of a fifth grader the group was indeed proud, because they felt secure enough to approach the principal and participate in a decision that was democratic and something they could own. There is some confusion as to who made the suggestion that a gun was not needed but there was a clear notion of accomplishment by the students as depicted in Amanda's words. These students had a concern yet they were part of a participatory democratic process, and the play got its message across to other students.

One final issue that was raised in the original interview I had with the Principal was that of physical safety. There had been a meeting with the city's parks and recreation department, the police department, the school district and The Boys' and Girls' Club Of Santa Ana. The discussion centered on designating the playground area at Pio Pico and Lowell as park area during certain after school hours. This designation would place personnel on the school property while the facilities were in use. At the time that I was visiting the school, which was during after-school hours (about 5:00 pm), there were approximately 140 kids on the basketball courts and the field. Most of these

kids were older than elementary school age. They were from the surrounding neighborhood.

Tom: I heard you speaking about that meeting with the parks and recreation people.

Judy: In preparation for the community meeting tomorrow with the neighborhood association, the problem of the month has been designated as the issues of safety on the playground. Every month the association picks an area to focus and it has just been three months since this section of the playground and the basketball hoops have been completed. We've been attracting a very large crowd in the afternoons. There's been some posturing and tagging. Things that we have not seen here before, around the issues of those basketball hoops. Knowing that this central section of Santa Ana does not have any parks and knowing that this neighborhood is so densely populated we know that we need to share this space with the neighbors and make sure that they have access to the school yard as a park. Along with that needs some support from the city and collaboration with the school district...At the association meeting we are hoping to get some people to sit on a park committee and draw up some guidelines. I hope some of the kids that are here can be on that committee and have a voice.

Participatory democracy and safety are the major issues presented in this account of the meeting that took place. Also in this situation there is the notion of collaboration between the city, the school, the school district and the Club to become proactive and solve a potential long-range problem concerning the use of space.

Before we ended our discussion several students who were still around came to the door. Judy opened up the door and let them in. She gave them each a graham cracker and introduced each one to me. She spent several minutes speaking quietly in Spanish to these children. Again, the visitor was forgotten and the students came first, as it should be.

Emily Wolk - The Pio Pico Way

Emily Wolk is the designated Title VII person at the school. She is part of the leadership team as well as a teacher. She runs the "Research Club," for students in grades 3, 4 and 5. Emily is a bi-racial person by her own description. She listens intently

and voices her concerns readily. Emily is a warm, friendly woman, who has a well-used, hardy laugh. At the first group meeting we had with the Pio Pico leadership and the UCI field research class, Emily voiced her concern that we not overtax the staff members with our presence. The teachers have so much to do already without taking extra time for some research project. It was then that I realized I wanted to speak with Emily. She had voiced the concern that research takes a lot of time. She had just finished doing some research for her master's degree. The interview with Emily took place almost two months after the initial meeting. She was very accommodating and well versed in current educational literature.

Tom: When you think of education in general what do you think is desirable... kind of the non-negotiables, these are two ways of saying the same thing?

Emily: Bottom line, that is what you want to say. I think probably the first thing is putting the needs of the students first. Probably the other bottom line is that the school focus on the teaching and learning, whatever is going on in that capacity...The relationship between the teacher and the student and the student and the parent and the parent and the teacher, that we focus around the student being the center, (Emily held up her two index fingers and thumbs in the shape of a triangle.) and that we focus on what each child is able to do or need. That should be the focus of our work.

Tom: What do you think are the non-negotiables here at Pio Pico?

Emily: That's interesting, you are speaking about school culture aren't you. Let's see the bottom line. This is interesting, this has been a struggle since we are so new. We are trying to enculturate individuals into what we call the Pio Pico way and there really is a way. And those things are like honesty. Honesty yeah, but the ability to be able to and I'm not quite sure maybe you can help me with this. You and I can have a horrible argument about a philosophical issue and the root of it is the need of an individual child and what you think is right and what I think is right. We can go head to head, but when we walk away we have, we know that we are both safe. That's the word safe. It's an issue of safety. That we know that each other cares for the child and/or first and foremost thought is about the child's needs. In that safety there is the ability to challenge, there is the ability to push each other, there is the ability to talk about ugliness, and positive beautifulness. There is the ability to ask the really hard questions. I think that is the thing that is the most difficult for an organization to do.

In these two answers Emily again raises the notion of critical democracy as being the Pio Pico way, within the context of a caring ethic. When there exists an ethic of care there is safety to challenge and be challenged. One's motivation for acting is directed to the other in a sharing capacity rather than self-serving. This type of safety within the context of care goes beyond physical safety to psychological safety and this is known as trust.

During our conversation, which touched on many subjects, students who needed various things interrupted us. During these interruptions, for the moment the visitor was forgotten and the student came first, as it should be.

The Research Group and Jorge - Democracy in Action

The Research Group is a club moderated by Emily Wolk. This group consists of some of the older students at Pio Pico School: 3rd, 4th and 5th grade. These students decide together through discussion what topic to research. For the month of April the students chose to research the topic of graffiti in the neighborhood. This topic chosen by the students illustrates their understanding of social activity as a value to improve their own community. After completion of the topic the students decided to present their findings to the Pico - Lowell Community Association meeting held at the school on April 15th at 6:00 pm. Due to traffic, which is close to a nightmare at this time of day, the group of doctoral students attending this meeting was late. However we arrived just as the students were finished. They put their presentation on for us outside the meeting room. Their energy was very high from a successful first presentation to the Community Association. Here is a transcript of their presentation. (All of the student's names have been deleted to hide their identity. The students presented the topic of graffiti by

breaking their material into sections, and smaller groups of students presented each section)

Group One: Hi, Our presentation is going to be about graffiti. The problem is that there is graffiti around our neighborhood. Today we are going to talk about our problem and about the solution. (This entire section was repeated in Spanish.)

Student One: We went through the streets of our neighborhood and took pictures from the graffiti. Then when we went back to school, we took notes from the pictures we took. (Spanish version) Thank you for your attention.

Group Two: Hi. We are researchers at Pio Pico School. We are going to tell you about the Graffiti hotline. If you see graffiti you can call the graffiti hotline. The phone number is (714) 647 - 3380. When you call them you need to tell the officer two pieces of information. The two pieces of information are, what street and where is the graffiti. Now another friend is going to translate this into Spanish. (The Spanish version followed)

Group Three: Hi I am a researcher at Pio Pico. I am going to tell you that if no one comes to paint over the graffiti in two days and you have called the hotline you can call Officer Juana Ruiz, her phone number is 245 - 8769. She is in charge of the graffiti task force. She will make sure that the graffiti gets off. (Spanish Version)

Group Four: Hi, I'm in 5th grade and I am going to ask you a question about whether you want to learn more about Officer Ruiz. She will come and talk to you about graffiti. She told us that if you know someone who is doing graffiti in the wall and you see them you could call the hotline and the number is 647 - 3380. And you can earn $500.00. We are the researchers. Thank you for being patient. Bye. (Spanish version)

Tom: Why did you choose graffiti as your topic?

A student: We went out to the streets to look for problems and we saw like (Another student - lots of graffiti) yeah, lots of graffiti. We decided to like try to stop it. We are doing something like if we see graffiti we call Officer Ruiz and she can send somebody and they can wipe out that graffiti.

Tom: Why do you think graffiti is a problem?

Another students: Because it says sometimes like a lot of bad words.

Another student: Because like that's the major problem around here. There's a lot of graffiti and then kids get in gangs. And then they want to like get in a fight, if there's

like a line or there is like a name and a line through the name there's going to be a fight against that name, a shoot out.

Another student: If somebody like a gang writes in a place, they do that so nobody or so if another gang comes they go shoot them because so they could know that that's their territory.

Tom: How did you put this together?

Emily: It's a club after school. We meet every Friday for an hour. Doing what I do sometimes I get away from the kids. And this is just a nice way to be with them. It's something that I have a passion for. Because they are so wonderful and great to work with. Oh, you have to go...

One of the students needed to leave. For the moment, the researchers were forgotten, the visitors needed to wait. The students came first, as it should be.

A few weeks later I had a chance to interview one of the students who participated in the presentation and to ask how this student felt about the group's efforts. This discussion centered not only on their presentation but also covered a wide variety of topics including what are the active values that a student would like to see in the process of education. Jorge is an inquisitive 5th grader who readily volunteers answers as well as questions. He is a sharp looking kid with a ready smile and intense eyes that seem to take everything in. He arrived promptly for our interview, at a full run.

Tom: What I wanted to ask you. There are some questions dealing with your presentation about graffiti. But I also wanted to ask you, when going to school what are the things that you want when going to school?

Jorge: Things that I want to learn?

Tom: Yeah.

Jorge: I want to have, like a good education in school so when I grow up I could have a good life and education.

Tom: What are the important parts of education?

Jorge: The important parts are that if you want to be somebody you have to try your best, cause if you don't try - you just go to school like it, but if you don't really want to study it's not going to be no good. Because you're not really into it.

Tom: What about this school? What do you get from this school?

Jorge: I think this school is very good. It has encouraged a lot of people. It's like helping people, it's trying to make our neighborhood more safer. The principal is encouraging us to wear uniforms each day. And I like that.

Tom: What do you want to be when you grow up?

Jorge: A policeman.

Tom: Really. Why do you want to be a policeman?

Jorge: Because I want to stop the gangs and protect the neighborhood where I live and make a better safer community.

Tom: What's your favorite thing about school?

Jorge: Like my favorite subject?

Tom: Anything, it doesn't have to be a subject.

Jorge: Sports.

Tom: What are you good at?

Jorge: Soccer and basketball.

Tom: What does your family want for you?

Jorge: They want me to have a good education so when I grow up I could have a good life and they want me to be safe and free from gangs and drugs.

Tom: What will give you a good life? Uh suppose you are explaining to somebody what a good life is? How would you explain that to them?

Jorge: To have and grow up a good family. Try and help my kids so they, help them in school, or anything if they have a problem. And never let them down. Always be there for them.

Tom: What is another way of saying the word good?

Jorge: (A long pause) maybe okay.

Tom: When you think of the word good does money come into that?

Jorge: Nope.

Tom: When you think of the word good do rules come into that?

Jorge: Yes.

Tom: What kind of rules?

Jorge: If you want to be good in class, at home wherever, you gotta have your manners and follow the rules so you could be like a good person.

Tom: To be a good person you have to follow rules. All rules.

Jorge: Uhh... (Long Pause)

Tom: What were you thinking right there?

Jorge: Like, if the teacher tells you to do something, like to work on this, like do it cause she know what the right thing is for us.

Tom: What about the principal?

Jorge: She has helped us a lot. She has encouraged us to try hard, to never give up.

Tom: One last thing. How did you feel about your presentation on graffiti?

Jorge: I felt very good when I presented and when I saw the audience I wasn't scared or nothing I just went to the stage and tried my best.

Tom: Did you feel everybody in the audience listened?

Jorge: Yes.

Tom: How did that make you feel?

Jorge: Good.

Tom: Why?

Jorge: Because I was thinking that my report it was being like good. So if people didn't like it they would be just like looking at you but they wouldn't be looking at you like with the (pause) They wouldn't want to be looking at you. They would just look at you, so you wouldn't get upset.

Tom: So you felt that people were looking at you because they felt what you had to say was important?

Jorge: Yes

Tom: Good. Thank you very much Jorge. Do you want to listen to yourself?

Jorge: Yes.

Jorge really enjoyed listening to himself and the answers he gave. His eyes showed that he was very proud of himself.

In his answers, Jorge illustrated certain underlying values. The first seems to be the issue of personal responsibility. "If you want to be somebody you have to try your best..." This phrase emphasizes the need for personal responsibility in order to be successful. Another value and a constant theme throughout this perspective is one of safety. "It's (the school) trying to make our neighborhood safer." Jorge also has a real notion and sees community as an important value through the life choices he wants to make, at least at this point of his life. "Because I want to stop gangs and protect the neighborhood where I live and make a better, safer community." Jorge is very aware of the context in which he lives.

Jorge has a notion of what it means to be a, "good person." To be good to him is an important value. It was difficult for him to articulate what good means, but he seems to have a certain image of this concept. This perhaps is something that our day and age has lost, the image of what it means to be good. Society can learn from Jorge.

One last point that is worth mentioning here is an issue that has very certain consequences for teachers and administrators involved in the process of education. "If the teacher tells you to do something, like to work on this, like do it cause she knows what the right thing is for us." This quotation points to the underlying value of trust. At this point in Jorge's life, the teacher knows what is good. This means that those involved in implementing the educational process need to really know what is good for the students. This is an awesome responsibility, which affects people's lives. Finally, Jorge really enjoyed being part of a democratic process. His research group chose a community problem and proposed a solution. This is an example of critical participatory democracy with an eye to social action.

The Pico - Lowell community Association - The Problem of the Month

The Pico - Lowell Community Association is a group composed of apartment managers, parents, representatives of the city, the police department and parents of students in the school. The association in Judy's words, "is by invitation only." This association is a recent development that involves Pio Pico School and some interested people from Lowell school, which adjoins Pio Pico. There is a board made up of the usual office holders elected by official association members. Mrs. Magsaysay is the secretary.

I attended two of the association meetings. One in April and one in May. Each month this association chooses a problem for the month. The agenda for the meeting was set prior to each meeting and brought to the meeting by Mrs. Magsaysay. The meeting in April dealt with the problem of safety on the basketball courts. A volunteer committee was drawn up to work with the already developing collaboration with the city, the Boys'

and Girls' Club of Santa Ana and the school district. This committee was to put together some of the guidelines.

The meeting itself was well attended, with over 50 people present. The research group gave their presentation on graffiti. A lawyer gave a presentation on the services available at the newly established community legal services center. There followed a discussion centering on the managers and the difficulties that were affecting them. All of the managers had existing problems with gang activity. One of the new managers to the association was from Bishop Street. This woman was the manager for an 18 building complex. The manager from Bishop Street, a tall blond woman with a very strong voice was quite agitated and hostile during this discussion. She felt that there should be a separate association for the managers near Bishop Street to deal with the specific problems encountered on Bishop Street. She was agitated because she is two streets over from the Pio Pico Elementary School where the neighborhood is in better shape.

Juan Salgado, a man who has journeyed from a hostile parent to the PTA President rose and addressed the manager from Bishop. "Respect is something you need to earn. Listen to what is going on." All of this discussion was going on in Spanish. Judy acted as translator for those who were not fluent in Spanish. This hostility can in part be explained by the fact that the manager from Bishop Street comes from an area under the control of a rival gang. All of the managers are well aware of this fact.

Judy emphasized that they all needed to stay together. "There was strength in coming together." During this meeting and the next meeting in May, Judy was the only elected officer of the association who spoke consistently. From her position as secretary she in effect chaired both meetings.

At each one of the meetings people expressed concerns about the issue of the school playground becoming a park during certain hours. "What is in it for the school?" This question was asked by one of the managers at the second meeting. There is a real sense of ownership by the community of this school. In Judy's words, "The community takes care of us, because we are open to the community." Judy's leadership, by involving the surrounding neighbors of the school along with parents who have children in the school has made this possible.

During the second meeting a group of local in-line-skaters presented their concerns. These boys ranged in age from 11 through 17. George, their spokesperson, articulated the need for a skate park for their group and they wanted the neighborhood association to help them in the development of a park. This need came from the fact that there was nowhere to skate because they were always being told to leave, even by the Boys' and Girls' Club of Santa Ana, across the street. A representative of the Santa Ana Police Department as well as Judy were very much involved in the discussion.

Corporal Deal: There isn't much space in Santa Ana.

Judy: You guys know that pretty well, where would you recommend, where is there a space that might work?

George: I don't know.

Judy: In the city where is there a place? (Blank stares) No ideas? What kinds of places might work or would playgrounds work?

George: Yeah.

Judy: I don't know what code, there are safety issues there.

City Rep.: There are issues of liability.

Corporal Deal: Here's the deal. You fall and get some spinal injury. The parents are going to say wait a minute, this was on school property, I'm suing the city and the city is not prepared to do that.

The rest of the conversation centered on city responsibility and the existence of another park in Moreno Valley, quite a distance from Santa Ana but something worth checking out. The boys left satisfied that they had voiced their concerns and were listened to by this group. The problem was not solved but communication had taken place.

Voice is an important concern of the association. It is an important aspect of the practice of participatory democracy. Safety democracy and voice or inclusion are the underlying actions taken by the community association on this day.

Safety was a concern at both meetings. The managers of the apartments in different gang territories were concerned about keeping their apartment complexes safe. In the second meeting the association was concerned about the safety of the boys as well as the protection and safety of the city and school from financial concerns due to a law suit. Both of these meetings were examples of participatory democracy with an eye to social action.

John Brewster - Outside the Oasis

John Brewster is the Executive Director of the Santa Ana Boys' and Girls' Club located across the street from Pio Pico Elementary School. John is a no-nonsense, shoot-from-the-hip, direct sort of guy with an edge to his sense of humor. His executive type appearance masks a real care and concern for the young people with whom he works. He is originally from the East coast and has been involved in club work for many years. The job of executive director of a club necessitates the wearing of many hats. To put it in

John's own words, "The Club executive must know what both the right and left hand are doing within the Club as well as being aware of the Club's particular situation within the particular community." The executive director is responsible to a multitude of agencies, unlike a school, which answers only to the school board. A club is a complex microcosm of the surrounding community.

John and I had an opportunity to have a conversation during the later part of May. This interview began with the same line up of questions that had been asked of all the other people who had been interviewed. However, this interview covered a wide range of topics. The interview began as a type of sparring session, but once common ground was set it developed into a conversation centered on sharing.

In the early part of the discussion we spoke about the relationship between Pio Pico Elementary School and the Club and what this relationship was built upon.

Tom: When you think about what is done here at the Club and perhaps the relationship with the school what would you consider non-negotiables?

John: When you say the school do you mean Pio Pico?

Tom: Pio Pico, yes. Another way of saying not just non-negotiables but also that which you think is desirable, the positive way of saying that.

John: Pio Pico is one of three schools that we have partnerships with. We have partnerships with Judy. We share space back and forth. We tell each other what we believe each other needs to know. We have a partnership with Hoover school. With Hoover school we actually have staff after school. We spend twenty to twenty five thousand dollars out of our pocket. That's a much more formal partnership. And then we have a partnership with Santa Ana High School and that partnership goes back 20 years. So it's one of three important school partnerships.

Tom: What are the things with these partnerships that you would consider non-negotiables?

John: Well they would have to be mutually beneficial. They have to meet the mission of our organization and they have to meet the mission of their own.

There is a certain relationship between Pio Pico School and the Club. This relationship is based on mutual cooperation rather than collaboration. The relationship is less formal and centers around the relationship of Judy Magsaysay and John Brewster. The two organizations share what they need to share if the subject of the sharing is mutually beneficial. In a later conversation John expressed the fact that Judy is concerned with little kids up through 5th grade. John has over a thousand teenagers with which to contend. These facts give more understanding to the relationship of the two institutions.

John deals with the neighborhood of Pio Pico in its uncovered reality. This neighborhood is very densely populated and includes both gang activity as well as crime.

John: Well this club sits in a very unique position the fact that it is dead center of the highest concentration children on the West coast. There's 26,000 kids under the age of 17 within a mile of this facility. In that same square mile are 20 of the 38 major gangs in Santa Ana. Now these are not fellows that write their names on walls. These are fellows that are run by professional criminals. That's their job, they are criminals and often they involve kids in their criminal activities. A number of the gangs are intergenerational. They're old line. The grandfather was in the gang the father was in the gang the children may or may not be in the gang. We estimate that we have kids from 16 of the 20 clique that come in here. That makes us pretty unique.

The underlying value, which is the most important bar none, is that of safety and in this case it is physical safety. This is one of the major reasons why kids join gangs according to John, and why these same kids will come to the Club.

John: The reasons why kids join the gangs has little to do with money or sex, often it's on the list but it's way down the list. It has to do with physical safety. It has to do with respect. It has to do with authority. It has to do with having control of outcomes of your life. Money, other things, sex yeah it's in there, but it's way down the list. What we try to do with our programs is try to provide kids those types of things, physical safety. When you come in here you're safe. Coming and going. Okay. And we will guarantee you, you will be safe.

John again speaks about the reason kids of the neighborhood come to the Club.

John: The major purposes are basically to have them come here as a safe alternative often to their homes.

And later on:

Tom: What is the strength of the Club to be able to do that?

John: Safe haven... We guarantee folks that they can come and go here in peace.

And again:

Tom: So the safety issue is a lot more far reaching it seems?

John: Number one. It is also and if you do just a little basic research you're going to find this the number one issue all over the United States. Physical safety...

It is safety both as an issue and as a value that is the basis of the success of the Club. In one of the comments above John is responding to a question, "What is the strength of the Club to be able to do this?" This question is in response to a story about one of the Club members, a girls who has turned her life around from heavy gang and drug activity to become the current youth of the year in Santa Ana. It is this guaranteed safety that exists in the Club, which allows young people to develop and try things apart from the gang scene.

Covering a wide range of issues, this conversation touched upon two points that are of interest in this perspective. One of these points deals with leadership and the other point deals with friction. I asked John about the relationship of the Club with the community association.

John: I think that without Judy Magsaysay they don't exist. I think that Judy is both the glue and the driving force behind them. She has been able to get a number of the apartment managers to cooperate because they don't want to have problems with her.

And later on:

John: ...She is probably the best principal I have met anytime or any place. I trust her with my own children. But Judy does not have any sense at all of the street. She has no street smarts whatsoever.

And again.

John: Judy is kind of the John Wooden of Principals, elementary school principals here in Santa Ana. It's because of her extraordinary ability and because she is very good at promoting herself and her programs. This does cause some resentment with the other principals.

John has overstated with some of his examples but it is clear that Judy Magsaysay is a dynamic leader whose leadership style is the source of change as well as a source of tension with regards to the dangers of the street which she is constantly striving to clean up. The recognition of her accomplishments has created some tension with other administrators according to John.

There is a mutual admiration between Judy and John. They come from different worlds and they really work in different worlds. However, there is a real mutual respect for the leadership style that each one of them has. In this instance, John clearly gives credit to Judy for the community associations. This is confirmed by the fact that it is Judy who in reality runs the meetings as well as plans them. She is the driving force and the glue. She is a powerful leader with charisma.

The point of friction has to do with the difference between the two worlds.

John: ...These are pretty hard core gang bangers. They come here. Our rule is basically that they need to put it down while they are here. What they have to do and what they do when they're on the street is their business. That <u>does</u> cause conflict with Pio Pico teachers. Because I do allow gang bangers to come in here. Uh and their parents are afraid.

Tom: Would that be because of the age of the kids there? (At Pio Pico)

John: Well no because when they see these guys on the street being mean and evil they assume that they bring that behavior in here with them.

Towards the end of this conversation John and I again touched upon the differences between the Club and the school. I was struggling with the concept and John finished the thought.

Tom: You've given me a lot of information about stuff.

John: Gave you more than you need.

Tom: No, you have given me a different perspective. The school is like a little island. You can see the difference in the looks on people's faces outside the school than you can from the looks on people's faces inside the school. It's like a little island - I don't know what to call it...

John: An oasis...

In John's world the underlying value permeating all of the activities is one of safety and in particular, physical safety.

After the meeting with John Brewster, I was introduced to Gus Chavez a former gang member who works at the Club. He called the Club the happiest place on earth. "Kids can come in here in safety." These words coming from Gus's mouth were said with authority and experience. We had a tour of the Club and all of the kids were involved in activities that often brought a smile. These kids were happy and for the moment, safe.

Mission Statements:

Most institutions that have dealings with other people and organizations have published mission statements in order to identify who they are and what they are about. All three of the organizations involved in this perspective have mission statements which

capture something of the essence of the organization. They are the filters through which each organization examines itself.

Pio - Pico Elementary School - To develop lifelong learners who are eager and well prepared to make positive contributions in a diverse global community.

Pico - Lowell Neighborhood Association - 1. Promote peace through dialogue between the three voices of the neighborhood: property owners, property managers and tenants. 2. Identify concerns and issues of the neighborhood and seek remedies through voice and efforts of the Association. 3. Facilitate communication between the neighborhood unit and the local government.

Boys' and Girls' Club of Santa Ana - The mission of the Boys' and Girls' Club of Santa Ana, is to promote the personal development of boys and girls, with special concerns for children from disadvantaged circumstances, by providing services that build self-esteem, values and skills during critical periods of growth.

Each one of these mission statements or statements of purpose speak to the specific work of each of the organizations. There is the issue of safety included in the statement of the Club, "with special concerns for children from disadvantaged circumstances." Education as a value and a lifelong process is contained in the vision statement of the school. Participatory democracy and community are the underlying values contained in the purpose statement of the neighborhood association. These are but a few of the values articulated in these statements. These statements are the filters through which changes are initiated and maintained. Bringing people together in each setting, and meeting these people's needs along the lines of the various purposes of each organization is an underlying theme of each of these mission statements.

Discussion:

Through this study it is indeed possible and readily evident to recognize and analyze some of the active values that underlie the activities taking place in this neighborhood in central Santa Ana in the heart of the barrio. Safety, critical democracy,

inclusion, voice, care, community, education, time, personal safety, social action, leadership and personal responsibility are all values already mentioned that are active in this setting. On the surface some of these values seem to be competing but it is the different methods of carrying out these underlying values that cause difference rather than the value itself. A few of these values will be discussed here.

Safety

The one value and issue that runs throughout this perspective is that of safety. This safety is mentioned on many levels. It is a major issue for the gangs, according to John Brewster. It is a major issue for the community. It is a major issue for the Club and it is a major issue for the school. Each one of these organizations has a different way of activating the underlying value of safety. Abraham Maslow writes about the hierarchy of needs. He writes in order to understand the basis of the activities of individuals. In order, the needs are physiological, safety (security), social, esteem and self-actualization (Maslow, 1954). These needs are arranged in hierarchical order. Each need affects the actions of an individual differently. A close analysis of these needs reveal that safety is a central theme but on a different level with each one of these needs. A person needs physiological and physical safety in order to simply survive. There is a need to feel safe in a social setting both individually and as a part of a community to care and to have self-esteem while relating to others. There is a real need to have internal issues of safety met in order to take the risks necessary to realize a vision or a dream in order to feel self actualized as an individual. All of these levels of safety were seen in this study. From day to day existence to the practice of participatory democracy, issues of safety and the importance of the value of safety were highlighted and discussed openly in this

neighborhood. In this context where safety was both an issue and a value, the people involved took definite steps to ensure safety so that the context did not hinder the situation but positive solutions were developed. Examples of these were the "Pio Pico way," described by Emily Wolk, the situation in the club and the current negotiations to designate the playground as a park.

Care

One of the most obvious values permeating the very fabric of the life of Pio Pico Elementary School was the ethic of care. Students really come first. Visitors needed to wait and this is as it should be. The students most evidently new they were cared for and in return cared about their teachers. Carol Noddings writes about the ethic of care. One becomes oriented to the other. There is a motivational shift. In this case the other is the student from one point of view and the teacher from another point of view.

> When I care...there is more than feeling; there is also a motivational shift. My motive energy flows towards the other, and perhaps, although not necessarily, toward his ends. I do relinquish myself...But I allow my motive energy to be shared; put it at the service of others. (Noddings, 1984, p. 33)

Critical Participatory Democracy

The value of participatory democracy and the importance of voice is another value that is both espoused and practiced at Pio Pico School. The students know on a certain level the importance of a democratic process and the administration and staff work hard to involve all stakeholders in the school life as part of this process.

Michael Apple in his book, *Democratic Schools*, writes about the process of a democratic education. This democratic education is messy, involves tension between the

practice of participatory democracy and those who would dictate. Pio Pico school is striving to achieve a true democratic educational process.

> For this reason, a democratic curriculum seeks to help students become knowledgeable and skilled in many ways, including those required by the gatekeepers of socioeconomic access. In short, democratic educators live with the constant tension of seeking a more significant education for young people while still attending to the knowledge and skills expected by powerful educational forces whose interests are anything but democratic. (Apple 1995, p. 17).

The incident with the gun is an example where the gatekeepers of policy were in direct conflict with a good action the students wanted to take. This realization of those who make the rules as well as possible solutions makes this practice of democracy critical. Confrontation with the school board was avoided but the possibility existed. The students are being given the tools to face these gatekeepers of policy straight on.

Social action and community

There also exists the notion of the responsibility of social action and community. The community association as well as the presentation of some of the students are examples of a high ethical standard that includes the value of social action beyond that of resistance. Louis Miron writes: "In organizational terms, schools reach an advanced stage of moral-ethical development when decisions that principals, teachers, and students jointly make add to the quality of life for residents in the surrounding neighborhoods" (Miron, 1997, pp. 106 - 107). The research group and the pulling together of the neighborhood association has been a source of neighborhood improvement.

Leadership

One issue that arose and not anticipated in this study is that of leadership. In Pio Pico School there is a dynamic leadership that is both the source of many good things and the source of danger. This danger is a result of challenging those elements of this neighborhood that are in conflict with the movement of the school and community to create and maintain a safe environment. This leadership style of the Principal threatens some of the existing neighborhood activity. The leadership of Judy Magsaysay has brought attention to this neighborhood and has created a democratic setting in a dangerous world of gang activity and focussed a community on their role in community improvement.

Gerald Grace writes:

> It will take time and patience and planning to achieve at the local level any form of democratization that has a chance of empowering the traditionally powerless both within the classroom and within the community. (Grace, 1995, p.211).

This democratic process has begun at Pio Pico. This is mainly due to the activities of the leadership. Time will tell if it becomes part of the culture of the school and the community. The students at present, though, are indeed proud. They come from a world that is dangerous but they are part of a school that allows them to participate fully in taking control of themselves and then, perhaps, in their world. Foster (1986) writes that we are co-creators of our world. Amanda, Jorge and the rest of the students of Pio Pico Elementary School will become co-creators of their neighborhood in the heart of Santa Ana.

Reflection

Throughout this perspective there was an underlying value that was not spoken about, but nevertheless there. This value is reflection. The act of conducting a naturalistic qualitative perspective demands that reflection be a part of the underlying values that actions are based upon. Every time an interview was conducted and then reviewed, reflection was taking place. Every time observations were made and recorded then interpreted, reflection was taking place. Every time a new policy was adopted or situation encountered by the principal actors in this setting, reflection was taking place. In a world that is filled with activity both to create a better world or to make it more dangerous, reflection must take place. Perhaps it is a value that should be articulated rather than simply understood.

Pio Pico Elementary School, The Boys' and Girls' Club of Santa Ana and the surrounding neighborhood together are a world that is filled with activity. All of the actions taken are, in fact, value based. This has been a presentation of some of those activities along with their underlying values.

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Brochure: Boys & Girls Club of Santa Ana - The Mission Statement.

Bi-Laws: Pio Pico - Lowell Community Association Jan. 1, 1997 - Draft.

Pio Pico Elementary School Master Plan - 1996 - 1997.

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Record of Field Work

Interviews:

1. Nov. 16, 1996 - Group meeting with Judy Magsaysay - open forum 9:00 - 12:00pm
2. March 24. 1997 - Group meeting with senior staff at Pio Pico - open forum 3:30 to 5:30pm
3. **April 14, 1997 - Individual Interview with Judy Magsaysay 3:30pm to 5:30pm.
4. April 16, 1997 - Interview with student research group. 6:00pm to 7:00pm
5. **May 20, 1997 - Interview with Emily Wolk 10:30 - 11:30am.
6. May 20, 1997 - Interview with Jorge 10:10 - 10:25am.
7. May 20, 1997 - Interview with Amanda Sanchez 9:30 - 10:00am.
8. May 20, 1997 - Interview with Judy Magsaysay 2:00 - 3:00pm.
9. May 21, 1997 - Interview with John Brewster 4:00 - 5:30pm.
10. May 21, 1997 - Interview with Gus Chavez 5:30 - 6:15pm.
11. May 26, 1997 - Interview with John Brewster 3:15 - 3:40pm.
12. May 26, 1997 - Interview with Judy Magsaysay 3:45 - 5:00pm.

**There were numerous informal occasions that I met with these people.

Observations:

1. April 14, 1997 - Playground use at Pio Pico School 5:45pm to 6:45pm
2. ***April 16, 1997 - Community Association meeting 6:00pm to 7:30pm.
3. ***May 11, 1997 - Community Association meeting 6:00pm to 7:30pm.
4. May 20, 1997 - 8:00 am to 3:30 pm Pio Pico school interspersed with interviews. Playground, hallways, teacher's room and classes.
5. May 21, 1997 - Boys and Girls Club of Santa Ana 6:15 - 7:15. Dance class, Pool Hall, Computer room, Basketball Gym, Sand area.

*March 24, 1997 - The streets surrounding the school.
*April 14, 1997 - The streets surrounding the school.
*April 16, 1997 - The streets surrounding the school.
*May 20, 1997 - The streets surrounding the school.
*May 21, 1997 - The streets surrounding the school.
*May 26, 1997 - The streets surrounding the school.

*On each of these dates I took a different route in the neighborhood to the school in order to observe the surrounding neighborhood itself.

***Each one of these meetings was followed by informal conversations with the various participants. In particular Juan Salgado and the manager from Bishop Street.

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END

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Date Filmed
November 13, 1998